THE CANADIAN SPELLER

BOOK THREE

QUANCE

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THE CANADIAN SPELLER

BOOK THREE

GRADES VIII and IX

BY

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COMMITTEE OF THE COUNCIL OF EDUCATION
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PREFACE

The Canadian Speller is a Canadian text in spelling compiled from the results of experimental investigations conducted throughout the Dominion. A Speller should be based on three fundamental considerations: (1) How is its vocabulary determined? (2) What factors determine the grade placement of the words? (3) Is the method psychologically sound? The author was convinced that the first two of these questions needed answering under Canadian conditions. The investigations conducted by him in this connection during the past nine years have extended into every province of the Dominion. A report of these investigations is briefly outlined in the first chapter of the *Teacher's Manual* which accompanies this text.

The author has kept in mind that these are pupils' books, and has, therefore, included in the text only such additional matter as may make its construction and use clearly understood. The aim is to develop in the pupils an independence in the mastery of their spelling problems. By following the clear and explicit instructions given to the pupils in the text, this aim should be accomplished. All the instructions and suggestions given there are progressive in character, designed to match the pupil's increasing ability in spelling.

Word lists are a concise method of presenting the spelling curriculum of a grade. They also make possible the use of the pre-test method, which is today the most widely accepted procedure of teaching spelling. Knowing, however, that contextual spelling is a more exacting test than the spelling of word lists, the author has made provision for the words which give the most persistent difficulty in spelling appearing in their final review in contextual material. There are

also spelling exercises and study helps of various types, which are designed for the specific purpose of assisting the pupil to attain the objectives set in the work for his particular grade.

The author acknowledges his indebtedness to the many superintendents and inspectors of schools, and to the many classroom teachers from the Atlantic to the Pacific who have so generously co-operated in the investigations which form the foundation of this Speller. He is also under deep obligation to his many students, without whose very kind assistance the task could never have been completed.

F.M.Q.

GENERAL DIRECTIONS TO TEACHERS

For a detailed description of the methods of teaching spelling recommended for use with *The Canadian Speller*, the teacher is referred to the *Teacher's Manual* accompanying this text. In it numerous suggestions of distinct help to the teacher are found. Below are given only such directions as will make clear the general plan followed in the Speller.

The teacher's aim.—The teacher should aim to develop two abilities in the pupil. The first is that of spelling the words assigned to the grade. The other is that of recognizing a new word anywhere, as one would recognize a new flower or a new bird, and of being sufficiently interested in it to learn its spelling, if such is not already known. This ability to recognize strange words, and so attack the learning of them oneself, is more important than the former ability, because it continues after school days are ended. The pupil may meet these words in the literary selection, in the geography text, or in his reading at home.

The presentation of the words.—At the present time there are two distinctly different methods of teaching spelling, namely, the *study-test* method and the *test-study-test* method. In *The Canadian Speller* the *study-test* method is recommended for use in Grade Two. Above Grade Two the *test-study-test* method is recommended. The advantages of each method are explained in the *Teacher's Manual*. Detailed instructions applying the method selected to the teaching of the week's assignment are found in the pages introductory to the work of each grade.

The system of reviews.—The system of reviews forms such a vital part of the complete plan of teaching in *The Canadian Speller* that it is extremely urgent that both the teacher and the pupils should understand it thoroughly and

follow it carefully. It is unnecessary to tell the alert teacher that teaching which lacks systematic reviews is distinctly wasteful of time.

The plan of procedure in carrying the review work along with the new assignments is very simple, if the two series—the new lesson and the review—are considered separately. In connection with the new assignments there can be no mistake, because the weeks when the new assignments are to be studied are indicated clearly in the text by the words, *First Week*, *Second Week*, etc. Preceding the new work in each grade above Grade Two there are three contextual reviews. Review 1 is always taken with the new work of the First Week; Review 2 with that of the Second Week; Review 3 with that of the Third Week; the work of the First Week with that of the Fourth Week; and so on. Without exception, throughout the grade, every assignment in the review series is taken as it is met. When this system is followed out, it will be seen that before the Mid-term Review is met *in the review series*, the review will be three weeks before the new work. After the Mid-term Review is met in the review series, the review will precede the new work by four weeks. Attention, however, should be called to the absence of contextual reviews at the beginning of Grade Two. This is due to the fact that there has been no formal spelling in Grade One. Hence, the first of the review series in Grade Two will commence with the work of the Fourth Week, when the work of the First Week will be taken as a review. The review series will then be followed in regular order.

Supplementary words.—The purpose of supplementary words in spelling is to make provision for differences in the spelling abilities of the individual members of a class. In *The Canadian Speller* provision is made for three levels of spelling ability. All the pupils of a class will probably be able to master the whole of the regular weekly spelling assignments. Some, who possess spelling ability somewhat above the average, should be held responsible for the supplementary words

given in the weekly assignments. To a few, for whom these supplementary words are still found to be insufficient, the teacher should assign each week a few words from the Supplementary List of words for the grade provided at the end of this book. Be very careful not to underrate or to overrate the spelling abilities of your pupils. Perfect records both on the new assignments and on the review words should be the goal each Friday.

The order of the words in dictation.—Under no circumstances should the pupils in the class become accustomed to having the words of either the new or the review list dictated in a certain order. The teacher should take care to change the order from week to week. The reason for this is obvious.

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GRADE EIGHT

TO THE TEACHER

The pupils have now reached the stage where they should be able and willing to accept most of the responsibility for their work in spelling. Care should be taken, however, that the exercises given from week to week are completed. The use of the dictionary should now have become a well-established habit. With a dictionary at hand no mistakes in spelling in any written work should be countenanced. The supplementary words suggested in the text are meant only for those pupils for whom the regular lists are not sufficient. Considerable importance should be attached to this phase of the work in Grade Eight. The pupils in this grade should be expected to record in their Spelling Notebooks a wide range of words to be learned as supplementary spellings. Continue to stress the necessity of certainty of one's ability to spell words correctly. Any hesitation or doubt means insufficient learning.

TO THE PUPIL

After having completed the work in spelling given in the earlier grades, you should now be able to carry on the work of Grade Eight with less assistance on the part of your teacher. You should be able to give yourself the preliminary test on Monday to find out the words which you cannot spell and will need to study during the week. Thus far you have learned to spell many of the common words. Take a pride in increasing your spelling vocabulary this year by learning the words for Grade Eight and other words which you meet in reading.

Use your Spelling Notebook in this connection. Train yourself in your study to note the parts of words which are alike, as in *fiction* and *function*. It is important, also, that you continue to increase the number of words which you are very certain you can spell correctly.

THE WORK FOR THE WEEK

Monday.—Pronounce distinctly each word in the list for the week. If you do not know the meaning of the word or how to pronounce it, look it up yourself in the dictionary. If you are uncertain after consulting the dictionary, your teacher will help you. Use each word in a sentence. Test yourself on the new words for the week to find out the words which you cannot spell, and will therefore need to study. You may test yourself in the following way. Look at the first four words just long enough to know what they are. Then write all four words. After they are written, compare with the book. Then look at the next four and do the same. Continue till you have tested yourself on all. Keep a list of the words which you cannot spell, and be prepared to show these to your teacher at any time.

Tuesday.—Read all the new words and all the review words for the week. Notice if any are derived words. If they are, note the change, if any, which was made in the root word when the prefix or the suffix was used. It is a good plan to write on your paper the derived words that had the spelling of their root words changed in forming them. Make constant use of the rules for spelling given in the Appendix to help you learn to spell these words. Study hard for a short time some of the words which you missed on Monday. Study also some of the words from the review list.

Wednesday.—Read carefully again all the new and the review words of the week and study a few more of the words which you missed on Monday. Study the dictation given in the week's assignment. Do all the exercises also. Your teacher will take these up with you from week to week.

Thursday.—Read all your words again as you did on Tuesday. Choose a partner and have him test you on the words in your *Personal Spelling List.* Test him on his also. When you have a word of this list correct for three successive weeks, you may mark it off. Continue your study as on Tuesday.

Friday.—Write all the new and review words from dictation. If you have shown that you are unable to mark accurately the misspelled words on this test, your teacher will mark these words. If, however, you have shown that you can mark them accurately, you may exchange your paper with another pupil, and mark the misspelled words as your teacher spells the words aloud. Keep a record of your score on your chart in your Spelling Notebook. Your teacher will keep a record also on the class graph. Try to have a perfect score each week.

Make certain that you follow each step in the method of learning to spell a word. Be sure you help yourself by making use of the suggestions given to you on Tuesday. If you have followed the directions included in the work of the previous grades, now that you are in Grade Eight you should know how you can best and most easily learn to spell.

HOW TO STUDY A WORD BY YOURSELF

1. Look at the word. Pronounce it distinctly to yourself. Think what the word means.
2. Train yourself to note the part of the word which you are not sure that you can spell correctly, and to pay particular attention to that part.
3. Practise seeing the word with your eyes closed.
4. Write the word from memory.
5. Look at the book to see if it is written correctly.
6. If it is not correct, repeat steps 2, 3, 4, and 5.

After you have studied four words of your list in this way, look at these words again, cover your book, and write all four. For any word missed, repeat step 6.

Review 1

Each mark in the blanks stands for a letter. Fill in the missing letters, and learn to write the sentences.

1. The anal - sis of the sentence in gramm - r makes its meaning clear to us.

2. It is not conven - ent for us to walk a - ross the park.

3. We heard that Mrs. Williams always shows very great c - - rtesy to the clerks when shop - ing.

4. It is advis - ble for the citizens of a country to co-operate in the administration of its gover - ment.

5. Person - lly, I was favour - bly disposed to a settlement on the basis which we discus - ed.

Review 2

1. The doctor is still making an occasional visit to the patient's home.

2. On behalf of his client the attorney requested an extension of time for the payment of his premium.

3. The Young Men's Christian Association is conducting a campaign for membership this week.

4. A commercial man keeps a calendar near his office desk.

5. There is a possibility that he may determine to duplicate this year what he did last year for the benefit of the hospital.

6. On his suggestion I included in the advertisement a full description of the lost child.

Review 3

382 St. Joseph Street,
Quebec, P.Q.,
June 3, 1932.

Dear Mother,

Here it is near the close of my year at the Commercial School. With the pressure of a very heavy year's work, though, I have really not noticed the time pass. My final examinations for a stenographer's certificate take place next Wednesday. The bookkeeping test was given last Tuesday. You can imagine how busy and tired I am. I have not a minute to spare.

But, tired as I am, I am all excited too, for in two weeks' time I am to commence work in my new position. Was I not fortunate in securing it? I am to be the chief filing clerk and junior stenographer in a large Loan Corporation here. Practically forty per cent of the business of this corporation is through other companies.

My friend, Alice, has also secured a position. Now we are looking for a comfortable place in which to live. How I wish that you were here to help us furnish it! After having to do my shopping without you for a year, I have come to appreciate your excellent judgment in making purchases. What suggestions have you for us now? What colours shall we select for our rooms? What curtain materials shall we buy? What cooking equipment do we require? Could you not come down for a few days' visit, and help us get settled?

Give my love to everybody at home.

Lovingly,

Helen.

FIRST WEEK

cancel	necessary	merely	Wednesday
recommend	draft	accordance	awfully
description	practically	sincerely	proposition
assuring	consequently	committee	considerable
disappointed	shipped	suggestion	especially
whether	immediately	oblige	commission

STUDY HELPS.—This is a review list of some of the more difficult words of previous grades. You will also have Review 1 with this list of words. In studying these words, find out at once the part of the word that is most difficult for you and make sure that you can spell that part. Which of the words are you certain that you can spell now?

SECOND WEEK

alas	document	motive	stretch
constantly	discouraged	initial	purchases
whatsoever	shadowed	creditors	allowing
continually	employment	opposed	construct
puzzle	gratifying	pertaining	convince

DICTATION.—

1. The initial results of the election were very gratifying to me.
2. They are allowing ten per cent off on all purchases.

SUPPLEMENTARY WORDS.—Of what three smaller words is the word *whatsoever* made up? Write twenty compound words, and learn to spell them.

STUDY HELPS.—In this week's list find a word that has four consonants together. Notice carefully the spelling of the second syllable of *initial*.

THIRD WEEK

hitherto	fund	angel	carbon
hopeful	dramatic	security	previously
expectation	caution	distinct	insisted
artistic	desert	incline	rejoice
ignorance	governed	exclusive	compensation

STUDY HELPS.—In your new list find the following.

(*a*) A compound word.
(*b*) A word with *ation* as a suffix.
(*c*) A word in which occur two pairs of vowels.
(*d*) A word with a silent *e* in the middle.
(*e*) A word the antonym of which is *knowledge*.

FOURTH WEEK

adjusted	image	resign	clipping
defence	civilized	pending	brutal
consent	pathetic	insert	greeting
activity	recognize	contemplate	decoration
offset	reputation	inclusive	various

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

pending the defence
consent to resign
a pathetic greeting
a reputation for activity

SUPPLEMENTARY WORDS.—More and more you will be taking over the responsibility of your work in spelling. This means not only that you may test yourself on Monday and mark your test papers on Friday, but that you, yourself, will provide most of the supplementary words throughout the grade. Study for this week the words which you have written thus far in the *Personal Spelling List* section of your Spelling Notebook.

FIFTH WEEK

regardless	mysterious	accepting	removal
freshman	utterly	filed	lest
graduation	extraordinary	specify	chosen
blossom	allowance	costume	flatter
45 communication	historical	46 affectionate	earnestly

DICTATION.—

1. She has just chosen her costume for graduation.
2. This freshman has an extraordinary historical knowledge.

DICTIONARY EXERCISE.—Note the pronunciation of *ex traor' di na ry.* Pronounce the word correctly for your teacher. With the help of your dictionary, show the pronunciation of *graduation* and *mysterious.*

SIXTH WEEK

trifle	47 acknowledged	namely	engagement
passion	qualities	highway	patron
illustration	frightened	49 jobbers	50 reservation
48 exceedingly	distinction	political	federal
contact	inability	consumer	enclosing

DICTATION.—

1. The exceedingly high qualities of the Indians of this reservation are acknowledged by all.
2. They have won distinction through their agricultural products.

WORD BUILDING.—Distinguish the final sounds in *trifle* and *federal.* Write ten other words that end thus in *le,* and ten that end in *al.*

STUDY HELPS.—Write the root word for each of the following.

frightened exceedingly inability reservation enclosing

SEVENTH WEEK

interior	admirable	colony	especially
furthermore	hostess	offend	elevator
atmosphere	fixtures	inasmuch	dictate
fiction	experiment	expose	fabric
indifferent	awake	factor	affectionately

DICTATION.—

1. Be especially careful not to offend your hostess.
2. Wages are an important factor in the cost of manufacturing any fabric.

SUPPLEMENTARY WORDS.—Write the names of eight different kinds of fabrics that people wear. Learn these for your test on Friday.

STUDY HELPS.—How many smaller words do you see in each of the following words: *especially*, *indifferent*, *inasmuch?* How do you spell the plural of *hostess?* Note the ending of *fabric*. Write five other words ending in *ic*.

EIGHTH WEEK

audience	necessarily	involved	violent
mend	research	attacked	exposed
amusement	disposition	resolution	devote
alter	completion	indulge	delicate
proportion	memorandum	senate	accepted

WORD BUILDING.—In your new and review lists for this week there occur the words *earnestly* and *necessarily*. These are adverbs. The corresponding adjectives are *earnest* and *necessary*. What is the rule for the adding of *ly* to each? Spell correctly the adverbial forms in *ly* of the following adjectives.

delicate affectionate temporary violent hasty

NINTH WEEK

murder	eventually	developed	moral
collected	angle	slavery	commend
revenue	applying	impressed	virtue
confident	guardian	function	banking
indifference	circumstances	factories	progressive

DICTATION.—

1. I felt confident in applying for the position.
2. Under those circumstances factories developed in new centres.

SUPPLEMENTARY WORDS.—Write ten words which you have found difficult in your mathematics, such as *angle* and *banking* in your list.

STUDY HELPS.—What word in the list of the Seventh Week looks most like *function?* Distinguish between *angel* and *angle*. Note the final pair of vowels in *revenue*.

TENTH WEEK

ancient	perceive	enjoyable	reflect
cloudy	astonishing	critical	locally
advertising	requiring	manufacturer	construction
creature	increasing	contribute	universe
convinced	seconded	revise	consign

DICTATION.—Write sentences using the following words. Write one sentence for each word.

ancient critical consign requiring manufacturer

DICTIONARY EXERCISE.—In your new or review lists for this week find words that are antonyms of the following words.

modern	asleep	decreasing	destruction
outside	truth	cloudless	please

ELEVENTH WEEK

resigned	**drain**	**stroke**	**carrier**
frequently	**violence**	**devoted**	**heir**
restrain	**positively**	**maiden**	**accused**
investment	**dictionary**	**shield**	**decrease**
sheriff	**inclined**	**mechanic**	**channel**

DICTATION.—

1. The sheriff who resigned was devoted to his work.
2. I am inclined to think that the mechanic frequently used his dictionary in studying the new language.

DICTIONARY EXERCISE.—In your list for this week find words that have (1) silent letters, (2) double consonants, (3) smaller words within the word, (4) three consonants together. Arrange them in four columns according as they fall into one or other of the four groups just mentioned.

TWELFTH WEEK

valuation	**tubes**	**deduction**	**tempt**
surrounded	**resolve**	**civilization**	**indicating**
desirous	**apology**	**cried**	**fortnight**
apparently	**voluntary**	**sentiment**	**induce**
reflection	**hereto**	**specified**	**acceptable**

SUPPLEMENTARY WORDS.—It was stated in the introduction to your work for this grade that now that you are in Grade Eight you will be willing to accept a greater responsibility for your own success in spelling. You should do this in connection with your supplementary words. This week study the words that you have recently written in the *Personal Spelling List* section of your Spelling Notebook.

THIRTEENTH WEEK

remaining	gross	patrons	subscribe
lifting	based	arrangements	statute
requirement	forever	thorough	strenuous
headquarters	maximum	transit	destruction
expenditure	creek	petition	belief

DICTATION.—

1. It is my belief that the men at headquarters will subscribe to this petition.
2. The gross expenditure must be based on the actual requirements.

STUDY HELPS.—Can your teacher leave to you the testing of yourself on Monday and the marking of your own papers on Friday? Do you keep a record of your errors in your Spelling Notebook?

Notice that the last three letters of *thorough* are silent. Think of another word that ends in *ough*.

FOURTEENTH WEEK

refreshments	leisure	descend	ownership
heartily	negative	subscriber	resignation
bearing	encouraging	conservative	registration
classification	depth	compiled	suggesting
exciting	comment	receiver	straightened

SUPPLEMENTARY WORDS.—Write and learn the spelling of the names of eight religious denominations. Study them for your test on Friday.

STUDY HELPS.—When you are studying the spelling of derived words, it is very helpful to note the root form. What was done with the following root forms to make the corresponding derived forms in your list?

register excite heart fresh own straight courage

FIFTEENTH WEEK

thermometer	**opposition**	**existence**	**permanent**
accompanied	**pause**	**loyal**	**promotion**
pigeon	**definitely**	**prairie**	**economy**
observation	**allowances**	**anxiety**	**glory**
formal	**universal**	**liability**	**combined**

DICTATION.—

1. In spite of opposition I have definitely decided to make my permanent home on the prairie.
2. My mother's anxiety was so keen that she accompanied me to the hospital.

STUDY HELPS.—Find a word with the suffix *ence*. Find another with the suffix *ance*. Remember the last three letters of *permanent*. How many syllables are there in *economy?*

SIXTEENTH WEEK

charging	**impulse**	**democracy**	**intelligence**
plead	**happiest**	**preference**	**honoured**
supervision	**harmony**	**gymnasium**	**chorus**
esteem	**hint**	**conscious**	**subscription**
honesty	**edition**	**figured**	**humanity**

DICTATION.—What is a democracy? A democracy is not only a form of government, but also a method of living. In a democracy each member of humanity is happiest when with conscious purpose he lives in harmony with others. Intelligence, honesty, co-operation, and similar virtues are honoured by all.

DICTIONARY EXERCISE.—Make antonyms of the following words by prefixing either *un* or *dis*.

conscious	happiest	honoured
charging	honesty	harmony

Review 4

SPECIAL MID-TERM REVIEW

1. Since the new system of advertising has been definitely accepted and carried out by this manufacturer, his gross sales have greatly increased.

2. To which, especially, of his various excellent qualities do you think that he owes his success?

3. He sent a memorandum to the manager of the estate to the effect that he thought that the young man required a guardian.

4. Our hostess is intensely interested in the Historical Society.

5. Under such circumstances we shall avoid making the slightest trouble for them.

6. He is very desirous that he should not lose a subscription to the journal.

7. There is in existence today a strong sentiment in favour of democracy.

8. They are enclosing the field with a permanent fence.

SEVENTEENTH WEEK

twentieth	pronounce	sidewalk	paradise
independence	twilight	tomatoes	moisture
knitting	revolutionary	occupant	whisper
neighbouring	tunnel	traveller	shepherd
ragged	prisoner	invention	walnut

DICTATION.—

1. The traveller said that he thought that the telegraph was a very remarkable invention.
2. This is the twentieth year of their independence.

STUDY HELPS.—Write eight adjectives that end in *ary*, like *revolutionary*. Note the two *l*'s in *traveller*.

EIGHTEENTH WEEK

discharge	apartment	regretting	composed
announcement	expenditures	admiration	thoroughly
determined	enable	propose	profound
educational	countries	proposal	revised
establishment	distinguished	eternal	confusion

DICTATION.—

1. I am here to propose a revised educational programme thoroughly suited to the peoples' needs.
2. He is regretting now that the total expenditures on the building of the apartment were so high.

SUPPLEMENTARY WORDS.—You have learned that certain sounds are spelled by certain letters. and that changes are sometimes necessary in root words when prefixes and suffixes are used. You should, therefore, know fairly well how to spell words that you have not seen before. Your teacher will this week give you an exercise in sight spelling. He will dictate to you ten words that are new to you and that may be chosen from high school textbooks.

NINETEENTH WEEK

created	**practising**	**originally**	**crown**
dawn	**cultivate**	**departure**	**abroad**
conceive	**billing**	**discount**	**clause**
enjoyment	**duly**	**attain**	**recognized**
assortment	**distant**	**drill**	**premier**

DICTATION.—

1. Cultivate the habit of practising carefully.
2. The premier originally planned to go abroad in February.

STUDY HELPS.—Notice the difference between *practice* and *practise*. The former is the spelling when used as a noun; the latter when used as a verb. What is the root form of *duly?* Give two words that rhyme with *crown*.

TWENTIETH WEEK

acquire	**editions**	**resistance**	**sufficient**
annoyance	**economical**	**affidavit**	**purchasing**
ordinarily	**supervisor**	**elements**	**ally**
constitution	**divine**	**reckon**	**melancholy**
appreciation	**ballot**	**erecting**	**science**

SUPPLEMENTARY WORDS.—Write the names of all the subjects that you are now studying in school.

DICTIONARY EXERCISE.—In your list for this week find words which are synonyms of the following.

secure	calculate	building
enough	opposition	foretell

STUDY HELPS.—Study Review 4 as your review for this week. Look carefully at the first four letters of *acquire?* What letter always follows *q?*

TWENTY-FIRST WEEK

authorities	**debtor**	**exquisite**	**recommended**
adapted	**publicity**	**deceive**	**opportunities**
tremendous	**consigned**	**essay**	**responsibility**
victim	**assume**	**quoted**	**manufacturers**
vegetable	**granary**	**policies**	**indefinite**

DICTATION.—Write sentences using the following words.

consigned	exquisite	debtor
indefinite	granary	opportunities

SUPPLEMENTARY WORDS.—In addition to five words from your own *Personal Spelling List*, write and learn to spell the names of ten vegetables.

TWENTY-SECOND WEEK

artificial	**compliment**	**sufficiently**	**recognition**
standpoint	**desperate**	**disturb**	**refrigerator**
accrued	**conscience**	**enthusiastic**	**concerned**
incorporated	**literally**	**exceptionally**	**minor**
probability	**ceiling**	**descending**	**conference**

DICTATION.—As far as we are concerned, we believe that this refrigerator deserves recognition.

DICTIONARY EXERCISE.—Show the pronunciation of the following words by dividing them into syllables, marking the vowels and the accent. Try to discover a rule for dividing such words into syllables.

desperate	ceiling	disturb
standpoint	refrigerator	probability

STUDY HELPS.—Your words are becoming longer and of more syllables. Pronounce the words distinctly, and note the part of each word which is most difficult for you to spell. Write six words with *ei*, as in *ceiling*.

TWENTY-THIRD WEEK

bicycle	fowl	disappeared	arouse
celebration	pursue	clothe	perfume
summon	absolute	acquired	adjourn
meter	wretch	exhausted	democratic
esteemed	assigned	cemetery	condemn

DICTATION.—

1. Do not condemn democratic government until you have a real knowledge of it.
2. He rode to the cemetery on his bicycle.

SPELLING GAME.—Choose sides. By using prefixes or suffixes, or both, make new words of the following. That side wins which makes the greatest number of new words correctly spelled.

joy appear custom appoint equal stand

STUDY HELPS.—What word do the last five letters in *bicycle* make? What does it mean? What do you think that the prefix *bi* means? How many *e*'s are there in *cemetery?*

TWENTY-FOURTH WEEK

N.B.	take notice	A.M. a.m.	forenoon
Messrs.	gentlemen	P.M. p.m.	afternoon
St.	Saint or Street	mdse.	merchandise
Dr.	doctor or debtor	Jr.	junior
Supt.	superintendent	Sr.	senior
No.	number	R.R.	rural route
Dept.	department	Bldg.	building

M.L.A. Member of the Legislative Assembly
M.P. Member of Parliament
C.N.R. Canadian National Railways
C.P.R. Canadian Pacific Railway

TWENTY-FIFTH WEEK

ornament	**wreath**	**curiosity**	**horizon**
boundary	**mixture**	**breadth**	**envied**
furious	**industrious**	**challenge**	**gallery**
luxury	**mayor**	**umbrella**	**resemble**
patriot	**foreigner**	**invalid**	**criticize**

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

an invalid election
criticize his curiosity
envied the mayor
industrious foreigner

SUPPLEMENTARY WORDS.—Write and learn to spell twelve different parts of an automobile. Use your dictionary, if necessary.

STUDY HELPS.—Pronounce *invalid* in two ways. What is the meaning of each word? Write down any word of your new or review list which you are not absolutely sure that you can spell correctly.

TWENTY-SIXTH WEEK

anticipate	**responsibilities**	**audit**	**infinite**
prosperous	**comparatively**	**preferred**	**absurd**
border	**anniversary**	**one's**	**filing**
vacancies	**warehouse**	**referred**	**excessive**
minimum	**galvanized**	**senator**	**instalment**

DICTATION.—

1. The advertisement referred to the buying of one's furniture on the instalment plan.
2. The senator did not anticipate the excessive responsibilities that came with his position.

STUDY HELPS.—The suffix *ed* was added to *prefer* and *refer* to form the words in your list. What is the rule with regard to the doubling of the final consonant?

TWENTY-SEVENTH WEEK

executed	specification	effective	vocational
patronage	countenance	peculiar	billed
company's	encouragement	apparent	schedule
guarantee	characteristic	intellectual	conception
inquiries	announcements	continuous	vary

DICTATION.—It is peculiar that we have received no inquiries concerning the company's new schedule of rates.

STUDY HELPS.—Find the following in this week's list.

(*a*) The plural of a noun ending in *ry*.
(*b*) Three words with five syllables each.
(*c*) A word with an ending as in *familiar*.
(*d*) A word having both a prefix and a suffix.

TWENTY-EIGHTH WEEK

competition	resources	co-operative	transferred
endeavour	mechanical	subscribers	substantial
amiable	bonus	disappointed	activities
criticism	anniversaries	architect	career
representation	grateful	tempted	laboratory

DICTATION.—

1. We were disappointed when the manager of the co-operative store was transferred to another city.
2. I am grateful to those who helped me in my career by their constructive criticism.

DICTIONARY EXERCISE.—Find words in your new list for this week which mean the opposite of the following words or groups of words.

competitive	without a feeling of thanks
praise	to get what you expect
unfriendly	insecurely built

TWENTY-NINTH WEEK

apologized	**approximately**	**consistent**	**apartments**
wrapped	**superintendent**	**ascertain**	**believing**
despair	**correspondent**	**tariff**	**philosophy**
incident	**indebtedness**	**anticipation**	**solicit**
incidentally	**occasionally**	**controversy**	**heretofore**

DICTATION.—Occasionally my correspondent wrapped up his parcels carelessly.

SUPPLEMENTARY WORDS.—Write twenty-five words which have in them *ie* or *ei*. Learn the rule given in Appendix II, page 55, regarding the order of these two letters, and remember the more common words which are exceptions to it.

STUDY HELPS.—Find four words in your new list that end in *ent*. What word of seven letters do you see in the middle of *correspondent?* Note all the double letters in your words.

THIRTIETH WEEK

accomplishment	**essential**	**compromise**	**accompanying**
representative	**compliance**	**descriptive**	**committed**
accommodate	**apparatus**	**criticisms**	**satisfactorily**
marvellous	**faculty**	**debit**	**mortgage**
eliminate	**technical**	**ledger**	**initiation**

DICTATION.—Write sentences using the following words.

mortgage	accommodate	essential
criticisms	representative	initiation

SUPPLEMENTARY WORDS.—Write the names of ten organizations, such as League of Nations Society, Rotary Club.

STUDY HELPS.—What is the silent consonant in *mortgage?* Note the double letters in *accommodate.*

THIRTY-FIRST WEEK

tendency	rheumatism	appendicitis	status
competent	interpretation	enthusiasm	prior
tournament	accommodation	endorsements	equipped
installation	acknowledgment	confirmation	phase
councillor	embarrassment	conscientious	offended

STUDY HELPS.—The spelling of *acknowledgment* is an exception to what rule? See Rule 2, Appendix II, page 54. Note carefully the double consonants in *councillor* and *embarrassment*.

Try to notice, in your reading, words which you have learned to spell in your lists from week to week. Try also to use them in your own writing and conversation.

THIRTY-SECOND WEEK

approximately	principal	beginning	duly
satisfactorily	lose	surprise	schedule
superintendent	stopped	coming	definitely
representative	separate	referred	equipped
transferred	February	enclosing	prior
originally	speech	sufficient	essential
thoroughly	led	endeavour	criticism
guarantee	hoping	faculty	filing
compliance	receive	mortgage	believing

STUDY HELPS.—The words in your last list are a review of some of the most difficult words that you have had in this and previous grades. Be sure that you know how to spell all of them.

SPELLING GAME.—Choose sides and captains. Each side will prepare a list of fifty words chosen from the last sixteen weeks' words. Using these words and some of your own selection, your teacher will help you to hold a spelling match.

THIRTY-THIRD WEEK

Review 5

1. The petition from the Indians for more seed grain was duly received by the Federal government.

2. He says that he spends all his leisure time practising the piano.

3. In compliance with the principal's request approximately fifty pupils were transferred to another school.

4. It is essential that the faculty of the college should be appointed immediately.

THIRTY-FOURTH WEEK

Review 6

Each mark in the blanks stands for a letter. Fill in the missing letters, and learn to write the sentences.

1. The factory was equip – ed with the most modern equi – ment.

2. There was suf – – cient ac – om – odation in the office for four book – eepers.

3. One's s – hedule should not be broken t – – frequently.

4. The superintend – nt's work was above criti – ism.

5. The mor – gage will be due on Tu – sday.

6. Did you reco – nize her in the clothes that she was wearing?

THIRTY-FIFTH WEEK

Review 7

Night Letter Telegram

Grand'Mère, Jan. 15, 1932.

Mr. W. Smith,
Shawinigan Falls, P.Q.

Please make inquiries re specifications for new warehouse building in your town. Anticipate competition will be keen. Will send representative of our Company, if necessary. Endeavour to have information for us prior to my departure for East. Will guarantee work satisfactorily executed. Have referred your letter to the secretary.

James Jones.

MINUTES OF A MEETING

Minutes of a meeting of the Executive of the Literary Society, Feb. 5, 1932.

The meeting was called to order at 4.15 p.m. by the president. All were present except the vice-president.

The minutes of the meeting held on January 27 were read and approved.

Moved by Mary Smith, and seconded by Jim Lawson, that the printing of the tickets for the concert be left in the hands of a committee to be appointed by the chairman, and to have full authority to make all necessary arrangements in connection with their sale. Carried.

Moved by Tom Elson, and seconded by Mabel Scott, that the treasurer be authorized to spend an amount up to $25.00 for shoes and clothes for the poor family mentioned at a previous meeting. Carried.

The meeting then adjourned.

President:
Secretary:

GRADE NINE

TO THE TEACHER

Because of the fact that in some schools spelling does not come on the programme daily in Grade Nine, certain adjustments are necessary. An alternative plan of conducting the work is outlined. The main problems connected with the work in spelling for this grade, however, are not dissimilar to those of Grades Seven and Eight. The learning of new words, and incorporating these into the writing vocabulary of the pupils, should continue to be an important aim. The development of certainty of ability to spell words is also very essential. The dictionary should now be looked upon as a necessary aid for the pupil in his spelling in all written exercises. Motivate the work by the use of individual and class graphs.

TO THE PUPIL

If you remember how to spell all the words of this and previous grades, you will have mastered a sufficient number of words to meet most of your writing needs. You may find, however, that you need to use additional words which you cannot spell. By this time you should have formed the habit of looking up such words in the dictionary before writing them. The first five spelling lists this year are very common words which are frequently misspelled. Learn these thoroughly. Also pay particular attention to the contextual spelling. For Grade Nine an alternative plan of procedure is outlined for schools where spelling is not on the daily programme. Read the directions given on pages 27 and 28 and follow them carefully. The regular plan is given first. Then follows an alternative plan, which may be used by those classes which do not have spelling every day, but which, on the days when spelling is taught, usually devote more than fifteen minutes to it.

THE WORK FOR THE WEEK

Monday.—Pronounce distinctly each word in the list for the week. If you do not know the meaning of a word or how to pronounce it, look it up yourself in the dictionary. If you are uncertain after consulting the dictionary, your teacher will help you. Use each word in a sentence. Test yourself on the new words for the week to find out the words which you cannot spell, and will therefore need to study. You may test yourself in the following way. Look at the first four words just long enough to know what they are. Then write all four words. After they are written, compare with the book. Then look at the next four and do the same. Continue till you have tested yourself on all. Keep a list of the words which you cannot spell, and be prepared to show it to your teacher at any time.

Tuesday.—Read all the new words and all the review words for the week. Notice if any are derived words. If they are, note the change, if any, which was made in the root word when the prefix or the suffix was used. It is a good plan to write on your paper the derived words that had the spelling of their root word changed in forming them. Make constant use of the rules for spelling given in the Appendix to help you learn to spell these words. Study carefully for a short time some of the words which you missed on Monday. Study also some of the words from the review list.

Wednesday.—Read carefully again all the new and the review words of the week, and study a few more of the words which you missed on Monday. Your teacher will supervise your spelling exercises.

Thursday.—Read all your words again as you did on Tuesday. Choose a partner and have him test you on the words in your *Personal Spelling List.* Test him on his also. When you have a word of this list correct for three successive weeks, you may mark it off. Continue your study as on Tuesday.

Friday.—Write all the new and review words from dictation. If you have shown that you are unable to mark accurately the

misspelled words on this test, your teacher will mark them for you. If, however, you have shown that you can mark them accurately, you may exchange papers with another pupil, and mark the misspelled words as your teacher spells the words aloud. Keep a record in your Spelling Notebook of all the errors that you have made on the test given on Friday. Try to have a perfect score each week.

Make certain that you follow each step in the method of learning to spell a word. Be sure you help yourself by making use of the suggestions given to you on Tuesday. If you have followed the directions included in the work of the previous grades, now that you are in Grade Nine you should know how you can best and most easily learn to spell.

HOW TO STUDY A WORD BY YOURSELF

1. Look at the word. Pronounce it distinctly to yourself. Think what the word means.
2. Train yourself to note the part of the word which you are not sure you can spell correctly, and to pay particular attention to that part.
3. Practise seeing the word with your eyes closed.
4. Write the word from memory.
5. Look at the book to see if the word is written correctly.
6. If it is not correct, repeat steps 2, 3, 4, and 5.

After you have studied four words of your list in this way, look at these words again, cover your book, and write all four. For any word missed, repeat step 6.

AN ALTERNATIVE PLAN

Step 1.—At the beginning of the spelling period, you will test yourself, or choose a partner and test each other, on the words of the new list for the day.

Step 2.—By reference to the words in the book, mark all the words which you misspelled.

Step 3.—Read over carefully all the words of the lists, noting each word closely. Notice the changes, if any, which were made in the root word when the derived word was formed.

Step 4.—Study the words which you misspelled in the initial test. Train yourself to note the part of the word which is difficult for you. Study in accordance with the method of study set out on page 27.

Step 5.—Write all the new and the review words for the day at the teacher's dictation. Mark the misspelled words yourself, or exchange papers with another pupil and do so.

Review 1

1. They preferred to hold a conference so that there might be a free discussion of the whole matter.

2. This office will accommodate the company's executive at its regular monthly meetings.

3. The premier of Great Britain made an important announcement to the newspaper correspondents.

4. This would give us only the minimum space for the filing of our correspondence. We are grateful, however, for that.

5. They settled the affair quite satisfactorily.

Review 2

1. Heretofore, it was unnecessary to secure a medical certificate before becoming a member of the team; now, however, such a certificate is necessary.

2. Will you ascertain whether or not the regulation becomes effective on Wednesday?

3. I am enclosing a number of copies of the circular which I hope will be sufficient to meet all requirements.

4. Many courses in science are essential in preparing for the profession of engineering.

5. Originally, I came from Fredericton, New Brunswick, but I have been living in Quebec for many years.

Review 3

Shawinigan Falls, March 19, 1932.

To the Manager,
The Quebec Insurance Corporation,
Montreal, P. Q.

Dear Sir,

In a recent issue of the local paper I noticed your advertisement for a young man to assist in general office work. I should like to submit my application for this position, along with references and a statement of my qualifications.

My age is now eighteen years. Last summer I graduated from our high school with a Grade Eleven diploma. Since graduation I have been taking special business courses in the evenings in the Commercial College here. My ambition has always been to pursue a business career, but I believed that at least a secondary education was a necessity, as it would be of definite assistance in many circumstances. Since last September I have been on the permanent staff in my uncle's company, and have been doing a type of work similar, I believe, to that which you require. I may state, also, that I enjoy excellent health.

I would refer you to the enclosed letters of recommendation; one from my uncle, the President and Manager of the Southern Trust and Loan Company, with headquarters here, and also one from the principal of our school.

I hope that you will consider my application favourably, as the opportunities of insurance as a permanent field of work appeal to me strongly.

Yours very respectfully,

John Lang.

FIRST WEEK

crowd	**through**	**knew**	**guess**
committee	**until**	**led**	**having**
write	**decide**	**our**	**loose**
always	**speech**	**before**	**know**
heard	**woman**	**among**	**making**

DICTATION.—Write sentences using the following words. Write one sentence for each word.

committee	loose	speech	until
led	guess	always	decide

SUPPLEMENTARY WORDS.—

hinder	**subordinate**	**despise**	**imitate**

STUDY HELPS.—The lists for this week and the next four weeks are composed of words from the previous grades which are of most frequent use in writing, and, at the same time, most frequently misspelled. Study most those which you find hardest.

SECOND WEEK

since	**sure**	**laid**	**where**
choose	**often**	**stopped**	**colour**
hear	**whole**	**to**	**their**
lose	**business**	**believe**	**minute**
does	**been**	**whose**	**beginning**

SUPPLEMENTARY WORDS.—

notation	**accountant**	**vegetation**	**alternate**

STUDY HELPS.—What two words in your list for this week doubled the final consonant of the root word when a suffix was added? Can you find a word that rhymes with *whose*? Note the silent *t* in *often*. Pronounce *business* correctly.

THIRD WEEK

around	hoping	blue	none
field	quite	coming	says
there	writing	breakfast	already
especially	busy	oblige	thought
piece	tonight	wear	receive

STUDY HELPS.—What is the rule for the order of the *ei* in *receive* and the *ie* in *piece*. What two words in your list for this week dropped the final *e* from their root forms when the suffix *ing* was added?

REVIEW EXERCISE.—Your review for this week is the letter in Review 3. This contains a large number of the most difficult words of Grade Eight and earlier grades. Be sure that you can write the letter without a misspelled word.

FOURTH WEEK

clothes	answer	experience	immediately
were	principal	February	meant
different	across	straight	forty
too	doctor	just	easily
met	women	Wednesday	surprise

DICTATION.—Write sentences using the following words. Write one sentence for each word.

principal February surprise Wednesday across

SUPPLEMENTARY WORDS.—

curriculum specialize conceal demonstrate

STUDY HELPS.—Find in your new and review lists for this week the five words about the spelling of which you feel the least sure. Write them down and note the parts that give you the greatest difficulty.

FIFTH WEEK

here	planning	took	trouble
though	Tuesday	enough	raise
really	again	which	tired
break	seems	quiet	truly
whether	disappointed	known	separate

DICTATION.—

1. He was really disappointed because he had been planning to leave on Tuesday.
2. The farmer was considering whether he should put the two kinds of potatoes into separate boxes.

SUPPLEMENTARY WORDS.—

cultivation banana economics coupé

SIXTH WEEK

access	camera	temptation	providence
legislation	conductor	fifteenth	collateral
abuse	generation	identify	conform
tobacco	reverence	tracer	congenial
misfortune	naughty	postscript	coincidence

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

the conductor's tobacco to identify my camera
to send a tracer the fifteenth of the month

WORD BUILDING.—Many of the prefixes which we see in words have come into the English language from the Latin. Many of these were Latin prepositions. We may note two of these prefixes in our list. They are *con* (other forms are *co*, *cog*, *col*, *com*, *cor*), meaning *together*, and *post*, meaning *after*. In your new list find words with these prefixes. Give the meanings of the words.

SEVENTH WEEK

emergency	**contempt**	**dense**	**dispute**
consumption	**formally**	**nursery**	**republican**
noisy	**muslin**	**diet**	**expire**
algebra	**chimney**	**finance**	**drown**
workmanship	**sober**	**trustee**	**publishers**

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

to finance the publishers
an emergency meeting of the trustees
contempt for the dispute
excellent workmanship

SUPPLEMENTARY WORDS.—Select ten words which occur frequently in your school subjects, and which you ought to know how to spell. Select five from algebra, and five from another subject. Learn them.

EIGHTH WEEK

janitor	**likeness**	**penalty**	**exposition**
flies	**dean**	**dependent**	**female**
delinquent	**asset**	**hickory**	**measurement**
scarf	**typhoid**	**incapable**	**congratulation**
bacon	**assumed**	**campus**	**fasten**

SUPPLEMENTARY WORDS.—

assemble **commencement** **geometry** **judging**

WORD BUILDING.—When *in* is prefixed to *capable*, what change does it make in the meaning of the word?

STUDY HELPS.—The two letters *ph* in *typhoid* have the same sound as what single letter? Write six other words in which the letters *ph* have this same sound. Look up in your dictionary the pronunciation of *delinquent*. Note carefully the last three letters in *dependent*, and the last four letters in *incapable*.

NINTH WEEK

plague	overalls	prime	nationality
logical	internal	majesty	naval
translation	restore	soliciting	advocate
notwithstanding	fatigue	dues	confer
declaration	fatal	biscuit	plane

DICTATION.—

1. The treasurer of the society is now soliciting the payment of the dues.
2. The most powerful nations may make a declaration in favour of a holiday in naval building.

DICTIONARY EXERCISE.—Of what three words is *notwithstanding* made up? Divide this word into syllables. Divide the following words into their syllables: *grandson, heretofore, standpoint, moonlight.* Note Rule 4, Appendix III, page 57.

TENTH WEEK

muscle	inventory	landscape	logic
radiator	suspicious	seemingly	revision
threaten	dependable	policeman	comedy
budget	liquor	altitude	preparatory
mislaid	honeymoon	concentrate	refined

SUPPLEMENTARY WORDS.—

reign	musician	stubborn	cigarette

WORD BUILDING.—Notice the prefix *mis* in *mislaid.* This prefix adds the idea or meaning of *mistaken* or *wrong.* To *misspell* a word is to spell it in the *wrong* way. To *mislay* an article is to lay it in a *wrong* place. Write six other words with the prefix *mis.*

DICTIONARY EXERCISE.—Divide into syllables and mark the accents of the following words: *concentrate, suspicious, preparatory.*

ELEVENTH WEEK

seventy-five	resume	narrative	miner
consolation	dreary	effectively	nomination
chemical	bacteria	ashore	memorial
irrigation	bathe	pitcher	maturity
preside	troops	steak	separator

SUPPLEMENTARY WORDS.—

ladies'	grading	fortunately	uncivilized

WORD BUILDING.—Note the suffix *ity* of the word *maturity*. From what root is this word derived? What part of speech is it? Many nouns are derived from adjectives by making them end with the suffixes *ity* or *ty*. These suffixes usually give the meaning of *having the quality of*. *Maturity* means *having the quality of being mature*. Find at least ten words in the Grade Eight lists of words that end in *ity*, like *security* and *activity*. Tell from what words they are derived.

TWELFTH WEEK

scribble	repairing	consultation	priest
hustle	flannel	embroidered	maturing
lettuce	offensive	possibilities	traitor
volunteer	stir	saddest	raving
mortal	peril	novel	oyster

DICTATION.—Write sentences using the following words. Write one sentence for each word.
offensive embroidered volunteer maturing mortal

STUDY HELPS.—Are you following carefully the methods of learning to spell a word? If you have difficulty with learning to spell, you are probably not studying your words by the best method.

THIRTEENTH WEEK

instructive	buried	enforcement	hostile
guaranteed	cartoon	complimentary	burial
aggravate	financing	promptness	omitting
municipal	crocheting	deliberate	misery
alfalfa	varied	refrain	strengthen

WORD BUILDING.—What is the root word from which *promptness* is derived? What part of speech is it? The adverbial form of this word is written by adding the suffix *ly*. The suffix *ness* means *quality* or *state of*. *Promptness*, then, means *having the quality of being prompt*. The following are adjectives. Form adverbs and nouns from them by adding *ly* and *ness* respectively and spelling the words correctly.

vast	worthy	awkward	awful

FOURTEENTH WEEK

proving	messenger	lovable	elaborate
confidential	tract	fin	regarded
accord	herein	fragrance	contribution
icy	perpetual	monkey	scissors
prosperity	quarterly	relatively	advancement

DICTATION.—

1. The messenger brought a confidential note which was regarded as of the utmost importance.
2. Perpetual prosperity is a dream that has not as yet been realized.

SUPPLEMENTARY WORDS.—

aviation	static	puncture	deferred

STUDY HELPS.—Note the suffix *ity* in *prosperity*. What meaning does the suffix denote? Note carefully the spelling of *scissors*.

FIFTEENTH WEEK

carelessness	yoke	busiest	asparagus
immigration	delicacy	enclosure	dining
crisis	existing	by-laws	prevailing
Negroes	unlikely	succession	treating
disaster	sources	writhing	tomato

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

the existing crisis
the prevailing system of immigration
a succession of by-laws
carelessness brought disaster

STUDY HELPS.—Notice the double letters in *succession*. When you spell a word, say every letter in it, as *s u c c e s s i o n*. What is the sound of the last two letters of *asparagus*?

SIXTEENTH WEEK

tedious	stepping	obscure	parliament
mosquito	formula	copied	proceeded
excursion	imperial	alteration	semester
grieve	divorce	glimpse	prescription
minority	wiring	surgery	ruling

DICTATION.—

1. I fear that they will misunderstand the alteration in the formula.
2. A minority of the members of parliament are opposed to his imperial ambitions.

DICTIONARY EXERCISE.—Write the plurals of the following words.

crisis minority tomato mosquito formula

Write antonyms of the following words.

obscure minority misunderstand grieve aggravate

Review 4

SPECIAL MID-TERM REVIEW

1. The little girl was disappointed because she could have only one biscuit.

2. They were soliciting subscriptions for the journals of a Montreal publisher.

3. The young delinquent would not conform to the by-laws of the town.

4. Here is the busiest messenger in the employment of the local telegraph company.

5. While I was crocheting a scarf, Mother embroidered a centre-piece.

6. Spell the final sound in the following three words: suspic - - - -, lett - - -, and asparag - -.

7. Because I mislaid my scissors, I cannot mend my clothes till Mother's return.

8. The doctor was tired and disappointed, and immediately went across the street to his home.

9. We all thought that he could manage the separator, but it stopped running in less than forty minutes.

SEVENTEENTH WEEK

tenor	**vocabulary**	**labouring**	**gingham**
advises	**mirror**	**swamped**	**vague**
negligence	**singular**	**medal**	**hinder**
forbid	**explosion**	**continuing**	**abundant**
editorial	**difficulties**	**righteous**	**successor**

DICTATION.—Write sentences using the following words. Write one sentence for each word.

gingham righteous editorial successor

WORD BUILDING.—The suffixes *ance* and *ence* denote the *state* or *quality* or *act of being*. The noun *abundance* denotes the *state of being abundant*; the noun *negligence*, the *quality* or *act of being negligent*. The adjectives corresponding to these nouns have the suffix *ant* or *ent*. Find five adjectives ending with these suffixes, and write their noun forms correctly when they end with *ance* or *ence*.

EIGHTEENTH WEEK

pocketbook	**trimming**	**novelty**	**omission**
mercantile	**kodak**	**critic**	**ambassador**
chemistry	**gratefully**	**decidedly**	**hustling**
comprehension	**attribute**	**bachelor**	**abandon**
charitable	**owns**	**mattress**	**intermediate**

SUPPLEMENTARY WORDS.—

contractor **pantry** **suppress** **irregular**

DICTIONARY EXERCISE.—Divide the following words into syllables. Mark their pronunciation, including accent, and write their meanings. You will find Appendix III helpful in dividing these words into syllables.

mercantile critic ambassador omission charitable

NINETEENTH WEEK

pioneer	witnesses	tenant	secondary
ringing	loyalty	mansion	pressed
damaged	exclusively	plaster	occupation
patriotic	agencies	cathedral	alphabet
typical	interruption	serial	emphasize

DICTATION.—

1. At their mansion you could clearly hear the bells of the cathedral ringing.
2. The pioneers emphasized the fact of their loyalty, and maintained that none was more patriotic than they.

STUDY HELPS.—In your new list find the following.

(*a*) Two words in which the letters *ph* have the sound of *f*.

(*b*) The plural form of a word of which the singular ends in *y*.

(*c*) Three words, each having two vowels together, but each vowel in a different syllable.

REVIEW EXERCISE.—Your review for this week is Review 4.

TWENTIETH WEEK

culture	dialogue	gospel	temperance
calamity	people's	librarian	reasonably
qualification	salaries	tact	maintenance
incurred	airplane	electricity	administrator
postponed	Latin	toothache	situated

SUPPLEMENTARY WORDS.—The suffixes *ian* in *librarian* and *or* in *administrator* have the meaning of *one who does* or *has to do with something*. Other suffixes with the same meaning are *er*, *ist*, *eur*, *ier*, and *eer*. Write three words ending with each of these suffixes.

TWENTY-FIRST WEEK

mileage	scientific	typewriting	weaken
sandwich	exists	socialist	released
partially	mutually	southwestern	alcohol
circuit	squeeze	undecided	raisin
notifying	persist	indignant	mahogany

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

indignant at the negligence
a medal for typewriting
undecided concerning a successor
a mirror with a mahogany frame

DICTIONARY EXERCISE.—Divide the following words into syllables and mark their accents. See Appendix III, page 57, for syllabication.

scientific alcohol raisin persist mileage weaken

TWENTY-SECOND WEEK

external	devotion	berth	consolidated
champion	compound	dismiss	sentimental
regretted	trimmed	stolen	surrender
aggressive	financial	feminine	expedition
sirloin	usefulness	squirrels	overwhelmed

DICTATION.—Write sentences using the following words. Write one sentence for each word.

consolidated aggressive financial berth devotion

DICTIONARY EXERCISE.—Write antonyms of *external*, *aggressive*, *compound*. Notice the two suffixes in *usefulness*. The suffix *ful* means *full of* or *abounding in*. *Useful*, then, means *full of* or *abounding in use*. The suffix *ness* means *quality* or *state of*. *Usefulness*, then, means *the quality* or *state of being useful*.

TWENTY-THIRD WEEK

souls	generosity	precedent	seized
veil	police	quartet	shorthand
recipe	Spanish	rating	equivalent
fore	specialty	concession	amateur
suite	rebellion	colonel	calculation

SUPPLEMENTARY WORDS.—

tonnage	sovereign	eligible	unnecessarily

WORD BUILDING.—Explain clearly the meaning of the prefix *con* in *concession*; of the suffix *ity* in *generosity*, of *ty* in *specialty*, and of *ent* in *equivalent*.

STUDY HELPS.—How many syllables are there in *specialty*? Pronounce it with care. It is often mispronounced. *Colonel* is not spelled as it is pronounced. Learn this word carefully.

TWENTY-FOURTH WEEK

utility	bookkeeper	appreciating	fundamental
substituted	expiration	snowstorm	expansion
scenes	introductory	materially	peculiarities
warranted	vigorous	rarely	laughter
parallel	discipline	exaggerate	immensely

DICTATION.—

1. This bookkeeper has peculiarities which are rarely met.
2. The recent expansion of the activities of the company was warranted by the conditions.

STUDY HELPS.—Note the sound of *f* in *laughter*. *Parallel* will require your careful study. How many *a*'s and how many *l*'s are there in *parallel*? What are the two initial consonants in *scenes*?

TWENTY-FIFTH WEEK

elementary	aerial	financially	recommending
conquer	festival	permitted	commendation
obvious	portrait	twelfth	simplicity
deemed	melons	physiology	commodity
achievement	bouquet	approximate	foliage

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

elementary physiology
to approximate their achievement
bouquet for the festival
financially sound

DICTIONARY EXERCISE.—Write the following words, divide them into syllables, and mark their pronunciation.

aerial foliage bouquet obvious physiology

STUDY HELPS.—Find a word in your new list that has four consonants together. Find two words that have *ia* together, and two that have *io* together. Pronounce them distinctly.

TWENTY-SIXTH WEEK

picturesque	fraternity	routing	appropriate
totally	voucher	scarcity	alliance
primarily	shocked	accumulate	propaganda
reverend	academy	panel	suspicion
alumni	siege	prohibition	aisle

SUPPLEMENTARY WORDS.—

subsequent absorbed competitor disadvantage

DICTIONARY EXERCISE.—The suffix *ion* is very frequently used. It means *the act of* or *the condition of*. *Prohibition* means *the act of prohibiting*; *suspicion* means *the condition of being suspicious*. Write ten other words that have the suffix *ion*.

TWENTY-SEVENTH WEEK

facilities	principalship	chaperon	high school
facilitate	roommate	X-ray	statistics
itemized	delegates	carburetor	aluminum
forfeit	politician	inferred	yacht
spirits	requisition	emphasis	masquerade

DICTATION.—

1. He resigned the principalship of our high school.
2. The politician inferred from my words that I was going to forward him an itemized statement of what the requisition contained.

SUPPLEMENTARY WORDS.—

tonsils	architecture	cabbage	sphere

STUDY HELPS.—Distinguish carefully between *facilities* and *facilitate*. What does each word mean? What word in your new list do you find most difficult to learn to spell? What part of the word gives you the greatest trouble?

TWENTY-EIGHTH WEEK

initiate	opportune	ultimo	transferring
sandwiches	rhubarb	fascinate	advantageous
canvass	sincerity	collision	extravagant
dessert	statutes	malice	inconvenienced
committees	staid	receipted	fraternally

DICTATION.—Write sentences using the following words. Write one sentence for each word.

canvass dessert initiate malice fraternally

WORD BUILDING.—Many verbs end with the suffix *ate*, as *initiate* and *fascinate* in your list. Nouns are formed from most of these verbs by dropping the silent *e* and adding the suffix *ion*, as *initiation* and *fascination*.

TWENTY-NINTH WEEK

nuisance	commit	dimensions	feasible
hosiery	analyse	nowadays	chauffeur
subtle	colonial	philosopher	respectively
leased	negotiate	carpenter	tuberculosis
corps	ice-cream	fascinating	permanently

DICTATION.—

1. That house is of colonial type. The carpenter has just measured its dimensions.
2. The philosopher makes many subtle distinctions in his thinking.

SUPPLEMENTARY WORDS.—

thumb	souvenir	attract	corresponding

WORD BUILDING.—Explain the meanings of the suffixes in the following words: *chauffeur*, *philosopher*, *dimension*, *feasible*, *colonial*, *carpenter*.

THIRTIETH WEEK

estimation	bonuses	horseback	pneumonia
candidacy	annum	penitentiary	unanimous
psychology	solemn	indefinitely	miscellaneous
toleration	adieu	fraternities	determination
procedure	dormitory	calculated	specifically

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

miscellaneous articles
two bonuses per annum
specifically aiding his candidacy

STUDY HELPS.—Note carefully the first three letters in *psychology*, the silent initial letter in *pneumonia*, and the first seven letters in *miscellaneous*. Are you sure that you can spell every word in your new and review lists? Give special attention to the parts that are difficult for you.

THIRTY-FIRST WEEK

Review 5

1. The beautiful cathedral is situated on a high hill overlooking the university buildings.

2. Both the radiator and the carburetor of his automobile were being repaired in the garage.

3. The students in this high school study Latin, Spanish, mathematics, chemistry, and physiology, as well as other subjects.

4. The librarian incurred considerable additional expense by purchasing extra sets of some expensive scientific books.

5. I wish to emphasize particularly the immensely varied opportunities there are in this country.

THIRTY-SECOND WEEK

Review 6

Each mark in the blanks stands for a letter. Fill in the missing letters and learn to write the sentences.

1. He hurt his thum - when cutting the r - ubarb.

2. The sin - erity of the com - it - ee - action was never dou - ted.

3. There is an abund - nce of vegetation in that country. The fol - age on the trees is very thick.

4. A sale of ladie - hos - ery is advertised by the departmental store to take place on We - n - sday.

5. In their professional pra - tice doctors treat cases of pn - umonia and tuberculos - - .

6. This is the twel - th a - rial that he has erected for his neighbours.

THIRTY-THIRD WEEK

Review 7

St. Hyacinthe, Jan. 30, 1932.

Jas. R. Smith, Esq.,
President, The Smith-Howard Paint Company,
Montreal, P. Q.

Dear Sir,

I wish to acknowledge the receipt of your letter of the 28th. inst. in regard to Miss C. M. Wilson, and to state that it affords me very great pleasure to write on her behalf.

Miss Wilson has been in the employ of our company during the past six years. She commenced as junior stenographer, spending the first three months filing correspondence. We very soon gave her more responsible tasks, however. She did whatever was assigned her so quickly and thoroughly that we marked her from the beginning as a young lady who would rise as rapidly as the opportunities might present themselves. Within three years she had advanced to the position of assistant to the manager.

We regret very keenly that for domestic reasons Miss Wilson finds that she must leave the city, and, hence, our employ. She has been most efficient and courteous at all times. I can state, and do so with no reservation, that in my experience I have never met any lady employee whose qualifications should guarantee you more complete satisfaction in the capacity of private secretary than those of Miss Wilson. She is absolutely reliable, and is equipped in intellectual and executive ability, as well as in skill, to fill successfully a difficult position. I would recommend her to you most heartily.

Yours very truly,

W. M. Johnson.

THIRTY-FOURTH WEEK

Review 8

Some of the words in italics are spelled alike but are different in pronunciation and meaning. Learn to read the sentences, and to write them from dictation.

1. The *invalid* enjoyed the sunshine today. (in'-valid)

2. Two of the speaker's arguments were quite *invalid*. (inval'id)

3. She wrote a very good *essay*. (es'say)

4. The driver will *essay* a greater speed than ever before. (es say')

5. The *perfume* could be smelled through all the room. (per'fume)

6. Ladies often *perfume* their clothes. (per fume')

7. The carpenter took the *contract* to build the elevator. (con'tract)

8. The steel rails *contract* when it is cold. (contract')

9. He would not *desert* his friend. (des ert')

10. Camels are used in the *desert*. (des'ert)

THIRTY-FIFTH WEEK

Review 9*

WORDS TO BE DISTINGUISHED

Fill the blanks in the following with the proper words, and learn to write the sentences.

council **counsel**

1. He sought the best ..... on the matter that he could find.

2. The members of the city ..... made some important decisions at last night's meeting.

loan **lone**

3. The organization will make him a ....., if you recommend it.

4. A ..... star was visible in the sky.

canvas **canvass**

5. He spread a piece of ..... on the ground.

6. By means of a thorough ..... of the city, we received many contributions to our fund.

miner **minor**

7. While he is a ....., he does not have a vote.

8. The ..... works underground many hours at a time.

berth **birth**

9. What is the date of your .....?

10. My father took a lower ..... on the train.

*This review may be taken with Review 8, if desired.

SUPPLEMENTARY WORDS

GRADE EIGHT

cheque	attorney	locket	governing
naturalized	project	barrister	debenture
solicitor	erected	faculties	seize
inquiring	frighten	adjoining	cucumber
ostrich	sauce	affected	changeable
elephant	behave	cistern	fastened
wither	sprinkling	rebel	conquered
exempt	ammunition	endeavouring	trousers
decorator	installed	molasses	skeleton
wharf	contemplating	approaches	criminal
errand	interim	phonograph	ratepayer
statue	crochet	diphtheria	fertile
irrigate	astonish	detective	rescue
exceeding	discussion	florist	municipality
revolver	taxation	workman	scholar

GRADE NINE

veranda	carbohydrate	lisle	locomotive
deficit	consul	dynamo	celluloid
stucco	lathe	mechanism	bituminous
halter	barometer	chamois	lignite
solder	ammonia	cretonne	anthracite
quarantine	currency	periodical	velocity
alkali	pliers	capitalist	electrician
veneer	incubator	etching	cutlery
tapioca	sterilize	embargo	boulevard
insolvent	residential	insulation	turpentine
vehicle	buoyant	acreage	cinnamon
protein	contagious	menagerie	appropriation
magnetic	asbestos	depreciation	perennial
etiquette	antiseptic	pharmacy	distributor
microphone	masonry	mortise	fungicide

APPENDIX I

HOW WORDS ARE FORMED

Vowels and consonants.—The twenty-six letters of the alphabet consist of vowels and consonants. The vowels are *a*, *e*, *i*, *o*, and *u*. The other letters, with the exception of *y*, are consonants. *Y* is a consonant only when it is the first letter of a word. It is a vowel whenever it occurs anywhere else. In the word "my" *y* is a vowel; in the word "yonder" it is a consonant.

Words consist of one or more syllables. In words of one syllable there is at least one vowel: s*e*nd, gr*ou*nd, b*oa*t.

In words of more than one syllable there is at least one vowel in each syllable: s*u*rpr*i*se, w*o*nderf*u*lly, expl*ai*n*i*ng.

Generally, the pronunciation of a word is the combination of the sound values of the consonants and vowels which make up that word. In some cases, however, there are letters in words which have no sound. These are called *silent letters:* co*m*e, *k*not, li*gh*t. In these words the letters in *italics* are silent letters.

The **root** of a word is the simplest form of the word: as, take, pay, place.

A **prefix** is one or more letters placed at the beginning of a root to change its meaning; as, *mis*take, *re*pay, *dis*place.

A **suffix** is one or more letters placed at the end of a word to change its meaning; as, take*n*, pay*ing*, places.

A **derived word** is one which is derived from a root word by the use of a prefix or a suffix or both; as, *dia*meter, employ*ment*, *un*happi*ness*.

A **compound word** is one which is made up of two or more simple words. It may or may not be written with a hyphen; as, blackboard, son-in-law.

APPENDIX II

RULES FOR SPELLING

GENERAL

Below are a few of the most helpful rules for spelling. When uncertain as to the spelling of a word, it is sometimes useful to know a rule which covers the case. Rules with many exceptions are omitted.

1. Words ending in silent *e* usually drop the *e* before a suffix beginning with a vowel: choose, choosing; haste, hastily; approve, approval.

2. Words ending in silent *e* usually retain the *e* before a suffix beginning with a consonant: improve, improvement; complete, completely; waste, wasteful.

The words "argument", "acknowledgment", and "judgment" end with the suffix *ment* and are, therefore, exceptions to the rule just stated. The word "judgment", however, is sometimes spelled "judgement".

3. Words ending in *y* preceded by a consonant change *y* to *i* before a suffix of which *i* is not the initial letter: happy, happier; army, armies; reply, replying.

4. Words ending in *y* preceded by a vowel usually retain the *y* before a suffix: buy, buyer; enjoy, enjoyed; pray, praying.

5. Words of one syllable ending in a single consonant preceded by a single vowel usually double the final consonant before a suffix which begins with a vowel: ship, shipped; plan, planned.

6. Words of more than one syllable ending in a single consonant preceded by a single vowel and accented on the last syllable double the final consonant before a suffix begin-

ning with a vowel: occur, occurred; refer, referred; omit, omitted.

7. The following rhyme will help you to remember whether *e* precedes *i* or whether *i* precedes *e:*

I before *e*
Except after *c*
Or when used as *ā*
As in neighbour or weigh.

EXCEPTIONS.—Either, height, neither, leisure, seize.

PLURALS OF NOUNS

1. Most nouns add *s* to the singular form to make the plural form: dog, dogs; magazine, magazines.

2. Nouns which end in *s*, *x*, *sh*, or *ch* would be difficult to pronounce if an *s* were added. Most of such nouns, therefore, add *es* to form the plural: fox, foxes; witness, witnesses; sash, sashes; watch, watches.

NOTE.—A number of nouns that end in *o* also add *es:* potato, potatoes; hero, heroes. Others add only *s:* piano, pianos; auto, autos; radio, radios.

3. Some nouns ending in *f* or *fe* change *f* or *fe* to *v* and add *es:* knife, knives; half, halves; leaf, leaves.

4. Nouns ending in *y* after a consonant change *y* to *i* and add *es:* army, armies; city, cities.

5. Nouns ending in *y* after a vowel add *s:* turkey, turkeys; journey, journeys.

6. Some nouns form their plurals in irregular ways: child, children; man, men; woman, women.

POSSESSIVE FORMS

1. Singular nouns and plural nouns not ending in *s* form the possessive by adding an apostrophe and *s*: farmer, farmer's; men, men's.

2. Plural nouns ending in *s* form the possessive by adding an apostrophe only: boys, boys'; cities, cities'.

THE HYPHEN

Whether an expression is composed of independent words or of a compound word is determined by custom. A compound word may or may not be written with a hyphen. The tendency is towards its omission, writing the two words as one. The following rules will help you in the use of the hyphen:

1. The hyphen is used in compound numbers and in fractions: twenty-one, three-eighths.

2. The hyphen is used when the words "so" and "self" are used as prefixes: so-called, self-addressed.

3. The hyphen is used when two or more words are used together as an adjective before a noun: a never-to-be-forgotten day; a well-worth-while enterprise.

APPENDIX III

RULES FOR SYLLABICATION OF WORDS

Sometimes in writing or printing, because of lack of space at the end of the line, you divide the word at the end of a syllable, and write the remainder of the word on the next line. You use a hyphen at the end of the line to show that the word is not complete. It is important, therefore, to know how to divide words into syllables. When in doubt, consult the dictionary. The following are helpful rules.

1. Every syllable must contain at least one vowel.

2. One single vowel may make a syllable. Most frequently a syllable consists of two or more letters. All the letters that go to make the single sound are placed in the same syllable, *e.g. I, prompt-ness, re-ci-tal.*

3. Vowels which come together but are sounded separately are placed in separate syllables, *e.g.* ra-d*i*-*a*-tor, Feb-r*u*-*a*-ry.

4. When compound words are divided into syllables, the parts of the compound word are separated into the single words making up these words, *e.g.* wind-mill, base-ball.

5. The prefixes and suffixes in derived words usually retain their original form as syllables when separated from the root of the word, *e.g. un*-pleas-*ant*, try-*ing*, *en*-force-*ment.*

6. When there is a single consonant between two vowels, the first vowel being short and the syllable accented, the consonant is joined to the first vowel, *e.g.* ho*n*-our, li*n*-en.

When, however, the vowel is long, the consonant is joined to the second vowel, *e.g.* le-*g*al, hu-*m*an.

7. Words with double consonants are divided between them, *e.g.* bi*t*-*t*er, o*c*-cur.

When, however, the root word *ends* in a double consonant, the consonants are not divided, *e.g.* sh*ell*-ing.

8. When words, with vowels which are not silent, have these vowels separated by two or more different consonants. the first vowel being short and the syllable accented, one consonant is joined to each vowel, *e.g.* wel-come, sim-ple.

When, however, the first vowel is long and the syllable is accented, both consonants are joined to the second vowel, *e.g.* pro-gress, du-plicate.

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